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AUTHOR Wilding, Christine
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ABSTRACT

This report examines attitudes toward and developments in foreign languages in British industry and education during the past ten years. It reviews the following reports: (1) the York Report published in 1974; (2) surveys of the London Chamber of Commerce and Industry; (3) surveys in industry, such as that by British Leyland in 1976; (4) a 1979 government report on local authority arrangements for the curriculum, in which the need for clear policies on foreign language education in the schools was discussed; (5) the report by Barclays Bank in 1979, which compared attitudes, procedure, and export performance in France, Germany, and the United Kingdom, and which highlighted the need for personnel with foreign language skills; (6) the Duke of Kent report, a broad survey and summary of the foreign language situation in industry and commerce; and (7) the Betro Report in which statistical evidence is provided. The study concludes with a review of language and industry conferences and local surveys on the question, a summary of the positive developments within the past five years, and a list of 11 recommendations for action. (AMH)

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LANGUAGES, EDUCATION AND INDUSTRY

A Summary of Reports and Conferences

Prepared for the Research Committee
on Foreign Languages in Industry and Commerce
in the West Midlands

by Christine Wilding

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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THE UNIVERSITY
OF ASTON
IN BIRMINGHAM

Department of
Modern Languages

March, 1980.

The Steering Committee on Foreign Languages in Industry and Commerce in the West Midlands is as follows:

D. E. Ager	University of Aston in Birmingham
T. Bloor	University of Aston in Birmingham
C. S. Checkley	University of Aston in Birmingham
E. Clavering	University of Aston in Birmingham
G. Johnson	City of Birmingham Polytechnic
A. V. Toutoungi	Eurolang Communications Limited
M. L. R. Ward	Courtaulds Limited
C. M. Wilding	Research Assistant, University of Aston in Birmingham

The Committee would be glad to receive any information, or surveys conducted in education or industry, in connection with this topic.

"As this country aligns itself closer to the Common Market the demands for multi-lingual executives will increase considerably. We must accept that the days of the one language executive have long since passed, and look to the future."[1]

It is in an attempt to look to this future and change the traditional British reticence and attitude towards foreign language learning that the Department of Modern Languages of the University of Aston has decided to undertake a research project into the use of and demand for foreign languages in industry and commerce with particular reference to the West Midlands region. It is, however, apparent that a project of this type cannot be set in isolation and that the climate of opinion and attitudes both nationally and internationally must also be taken into consideration.

THE YORK REPORT

The York Report published in 1974[2] based on research undertaken before Britain's entry into the Common Market examined:

(1) The demand of industry and commerce for personnel with foreign language skills assessed by an analysis of job advertisements in four national papers for the period June 1971-May 1972.

(2) The use made by industry of the skills of language graduates.

(3) The foreign language usage in 51 firms selected from The Times 1000 list, together with the company's provision for foreign language learning and use of translators and interpreters.

(4) The employees using foreign languages in their work, and the activities in which languages were used.

The survey was essentially a pilot enquiry and indeed recommended that further work should be undertaken at a later date when the effects of Britain's entry into the Common Market could be more readily assessed, as well as the

use to industry and commerce of the many courses then being developed in which foreign languages were associated with other disciplines. The survey pointed to the facts of foreign language use in 1971 and made no attempt to assess the possible increase in use of foreign languages if suitably qualified manpower were available, or if a more positive policy were followed with regard to in-service training and recruitment; it did not reveal the number of employees who would have found language skills useful if they were given the encouragement and opportunity to acquire them. What does come to light however is that at that time foreign language skills were not considered very highly. The advertisement study may have reflected employers' expectations of the lack of manpower available with foreign language skills; however it must be borne in mind that at that time less than 10% of the exports of 58% of the firms in the sample were to non-English speaking countries, and that in those areas the high use of agents tended to compensate for the linguistic inability of the personnel. The languages most frequently needed were French, German, Spanish, Italian and Russian and less than half of the firms studied - all major exporters - sent their employees on either internal or external language courses. It is interesting to note that the use of both French and German in industry was virtually the same - in contrast to the fact that the education system was producing twice as many people qualified in French - a pattern which continues today. One problem which is raised in this survey and is still causing concern amongst both teachers and employers is the need for a standardization of grading when assessing ability in language performance.

THE LONDON CHAMBER OF COMMERCE AND INDUSTRY

During the same period as the York Surveys were being conducted the London Chamber of Commerce - which since the early sixties, following suggestions from Joseph Lucas and the Birmingham Chamber of Commerce, had set up a series of graded foreign language examinations to test practical oral ability - conducted a survey[3] of the use made of foreign languages by various types of staff - not employed as specialist linguists - in commercial and industrial firms. The results correlated with the findings of the York Report and when presented on a 'pie' graph show at a glance the language skills used by ten different sectors of personnel. Thus the pattern for secretaries shows as one would expect a high use of the telephone, and letter writing, whereas those engaged in research have to spend a large percentage of time reading reports and journals. The findings of this survey have obvious implications for language teachers in their design of courses suited for particular users, and of tests to examine the skills required.

LANGUAGES AT LEYLAND

In 1976 British Leyland commissioned Professor D.E. Ager of the University of Aston to undertake an in-depth survey of the language skills in existence and those needed within the company. The report submitted, Language Training at Leyland International, 1977[4] included an inventory of the language skills then existing within the Company; an assessment of the training in foreign languages carried out over the previous year; a survey of the Company's needs in foreign languages; and proposals concerning future training strategy and methods. It is interesting to note that much of this information was compiled from the response to a questionnaire sent to all employees of the Company, it being thought important, and indeed essential, to know what each individual considered to be his language requirements - a fact which would not have been revealed solely by consultation with management. These replies showed a great willingness and desire to learn foreign languages and the need for employers to back up such enthusiasm with adequate training and financial encouragement.

Due to reorganisation within the Company its needs today differ from those expressed in 1977 when the Company was much involved in selling and setting up plant in developing countries in the Middle East and Africa where the sale of Land Rover and other heavy trucks predominated. At International House, the export department of Austin Morris now concentrates solely on car sales, selling to Europe, South America and English-speaking countries. Recently 'in-plant' conversation courses in French and German of two hours a week were held for seventy employees who were then reduced to twenty two for a 'total immersion' type of course. The export manager regretted that there was still too much reliance on English. Considerations of cost prevent foreign language courses being made available to all personnel who would like them.

SCHOOLS IN THE SEVENTIES

Meanwhile the latter half of the seventies was seeing a changing pattern in Britain's export trade as gradually the old established English-speaking markets were being superseded by the European market; between 1972 and 1977 Britain's exports to the E.E.C. increased 310% and imports from E.E.C. rose 299% so that today (1980) more than 50% of our exports go into Europe, and Germany is swiftly catching up on the United States - our leading export destination - with France standing in third place. In spite of the increased output to these countries there still remains an enormous deficit in the balance of trade; imports from Germany exceeding exports by £1400 and from France by £700 million.[5]

In schools language learning during this period is both a cause of growing concern and great innovation. With the increased number of comprehensive schools more children than ever are being introduced to a foreign language (90%) and yet fewer are continuing the study of any language once options are introduced in the fourth year. Some part of the blame for this lies in the fact that a foreign language at 'O' level is no longer a compulsory university entrance requirement although it may be demanded in the regulations for specific courses. Numbers of entrants at 'O' and 'A' level in foreign languages have declined and the imbalance between the number of girls and boys continuing the study of foreign languages is ever increasing[6], pointing to a predominantly female labour force with foreign language skills in the future. It seems that if industry is going to satisfy its needs for personnel with foreign languages the traditional prejudice - in spite of legislation for equal opportunities - against employing women in certain fields i.e. export sales - will have to be dispelled. The results of this decline of interest among schoolchildren, however, could be considered fruitful in that it has led to some serious rethinking on the part of foreign language teachers.

An examination of the purpose and aims of teaching to the full ability range has brought about an attempt to arouse in children an awareness of the presence in Europe of people whose language and customs are not the same and laid emphasis on the teaching of basic communication skills. The increasing ease of travel - notably to France - has meant that a greater number than ever have had first-hand experience of these countries. New courses and methods had to be devised for the non-academic and the most important innovation - at first aimed at this group but later showing as much success with children of higher ability - is the introduction in some areas of graded examinations with their high success rate aiming at giving the child a constant sense of achievement in small steps rather than emphasising his failures, as in the long-sighted five year haul to C.S.E. and 'O' level, with large numbers of students dropping out at the first possible opportunity[7].

Throughout the decade there has been a shift away from the idea of the study of modern languages as an academic exercise to replace the study of the classics, as the practical needs of employers have made themselves heard - albeit in a somewhat disorganised fashion - towards a greater emphasis on communication. Teachers complain that they are restricted in this respect by the exigences of the 'O' and 'A' level examination syllabuses. Although some boards have made considerable changes in the format of their papers, and the Oxford and Cambridge Board have introduced 'AO' level in French and German for Business Studies[8], there is still room for change if not so much in the format of the papers, as in the registers of language which are examined - which frequently do not have any practical implications whatsoever.

TOWARDS A LANGUAGE POLICY?

That there is still cause for concern about modern languages in schools may be seen from comments in the report Local authority arrangements for the curriculum (H.M.S.O., November 1979) under the section entitled 'Areas of specific concern':

> "There is a need for clear policies on the provision of modern languages in primary, middle and secondary schools. Such policies must take account of the availability of teachers. The dominant position of French gives rise to concern about the position of other major languages. Decisions about the ages at which children should start (and finish) modern language courses, and about the languages available, are often made at school level. The Secretaries of State believe that there should be more local co-ordination in the light of broad guidelines which would help to promote national coherence and protect the position of less commonly taught modern languages."[9]

The shortage of teachers of modern languages is now at crisis level[10], many recent graduates having been discouraged from pursuing a career in teaching because of publicity over the general surplus of teachers. This may lead to some changes in the numbers of children receiving any foreign language instruction; on the other hand it could result in a restructuring of the languages taught in school to the benefit of languages other than French. Concern about the dominance of French as a first foreign language is reflected in all recent reports both from the field of education and those commenting on the needs of industry. In this respect Britain is in a peculiar position; other countries know that their primary foreign languge need is English with generally a second foreign language chosen amongst French, German, Russian, Spanish; here, as the lingua franca is already known, one is faced with a choice of foreign languages. Yet the widespread teaching of French continues partly from tradition and partly from the more ready supply of teachers in French. In discussing which languages should feature in the school curriculum C.V. James considers among other things the relative distance from English of five European languages and arrives at the following order from the "easiest" to the "most difficult" -

> "Italian, Spanish, German, French, Russian - which contrasts strongly with the pecking order- FGSRI - of those languages as taught in the U.K. in that it does not coincide at any single point!"[11]

In the same publication A.C.W. Crane argues that we should

take advantage of the fact that we do not have to learn English "by making maximum use of actual and potential resources for the teaching of languages other than French"[12], thus providing industry with a broad spread of subsidiary language knowledge.

1979

Last year three publications drew attention to the foreign language needs of this country as a trading nation, and confirmed the belief - already held by those committed to languages - that the traditional British reluctance towards acquiring foreign language skills was one of the factors inhibiting the growth of export sales to non-English speaking countries.

BARCLAYS BANK

January 1979 saw the publication of The Barclays Bank Report on Export Development in France, Germany, and the United Kingdom.[13] This research study arose from a decision by the B.O.T.B., London Chamber of Commerce and Industry and Barclays Bank International to examine the export practices of the three main exporting countries of the E.E.C. in the hope that it "might provide a helpful perspective for exporters and would-be exporters in this country". The sponsors were aware of the continuing importance of exports and the need to export more; they noted

> "the long-term decline in the United Kingdom's share in the value of manufacturing exports, where in the past 25 years we have seen a drop in market share from 15.5 per cent to 9.3 per cent."

WORLD MARKET SHARE OF MANUFACTURING EXPORTS

	U.K.	FRANCE	GERMANY
	Percentages		
1962	15.5	9.0	19.5
1967	12.2	8.5	19.6
1972	10.1	9.3	20.2
1977	9.3	9.8	20.7

A further point which cannot be overemphasised as it is one of the reasons why there must be an increased knowledge of foreign languages in the future, is that with Britain as part of the E.E.C. our export pattern has changed, bringing us into closer competition with France and Germany in non-English speaking markets.

Performance

This comprehensive survey compares attitudes, procedure, and export performance in the three countries. The basis of the survey is a sample of 360 companies, 120 each from France, Germany and the U.K. There is also a balance between small, medium and large companies (Small: total sales up to £10 million, Medium: total sales up to £75 million, Large: total sales over £75 million) and differences in the attitudes and performance of the different sized firms are frequently commented on in different tables. The sectors from which the companies were selected aimed to represent the diversity of the chief exports from the manufacturing industries, including a food and drink sector. No assessment has been made of the 'service' type of invisible exports - insurance, tourism, banking etc. which make up Britain's largest export sector. There is, however, a separate chapter comparing the relationships of banks in the three countries with their clients. Interviews were held at "director and decision-making levels".

One is forced to question whether the sectors selected can stand fair comparison in that the seven chief exports of the three countries are not the same. The export of food and drink is of more importance to the French than to the British and German markets. It is also to be hoped that the respondents are in touch with the reality of the situation, as previous surveys have frequently revealed a difference between the attitudes of senior and of middle management. It would also be interesting to ascertain how responses to 'attitude' questions reflect national tendencies towards optimism and pessimism, and areas in which national weaknesses and strengths are tried. For example many British firms thought that their delivery dates were worse than those of their competitors whereas in fact they were not. These are however problems which would occur in any attempt at international comparison; such considerations do not make this report any less useful or interesting in its attempt to define the factors important for export failure or success.

(N.B. Comments in italics are those made by the Aston Steering Committee).

Attitudes

The report contains valuable detail concerning comparative attitudes towards foreign language skills: its conclusions being:

> "Languages come quite low on the British exporters' list of priorities, since many argue that as English is the universal tongue of commerce there is little need for the British to be fluent in other languages. French and German respondents, in contrast, often cited knowledge of languages as the single most important attribute of an export specialist as it improves the flow of communication, enhances one's ability to grasp the ethos and mentality of an overseas market, and is an important psychological tool in selling. The French and Germans felt that the British did not appreciate this sufficiently when trying to sell to France and Germany." p. xx, chapter 9 paragraph iv.

> "To sum up, one could say that the blame for Britain's comparative lack of foreign language skills in industry must rest with both the educational system and industry itself. Changes are necessary in the education system and its curricula to allow for foreign language learning to be carried to a higher level (i.e. not to present it simply as an option which can be pushed aside at an early stage) without other subjects having to be sacrificed in its favour. This indicates the necessity for a freer mix of arts and science and a wider coverage of subjects even at the post 'O' level stage. Industry, for its part, could apply pressure for such changes on the educational system by insisting on the recruitment of staff, especially those involved with exporting activities, who do possess foreign languages." Page 87, section 9.3H

Some blame is laid on the early specialisation in the British education system which means companies frequently find themselves obliged to choose between a linguist and a man with technical knowledge.

The difference in the status and rôle of middle management is emphasised; its rôle in the U.K. being much more restricted, and financial rewards and standing low compared with France and Germany where the best men available can be recruited for export.

> *In the subsequent BETRO report[14] it is shown that in only 28% of the companies studied was the export salesman considered to be of higher status than the man on home sales. (Page 24)*

On the other hand the British export salesman had a surprisingly high record of sales whereas home sales per head were somewhat lower than in France and Germany. The report

recommends that some redeployment of the labour force from home to export sales, particularly in middle-sized companies, would increase efficiency.

If this advice were acted upon it would perhaps mean providing foreign language training for the former home salesman.

A new market

Again the importance of the change in the British export pattern is considered. Between 1972/77 U.K. exports to the EEC rose 310% and imports were up 299%.

The French increase during that period was considerably less as obviously their market was already established.

A new non-English speaking market has opened up; already over 50% of our exports go into the EEC. Yet British business and industry (66% of firms) are less aware than the French (80%) of the scope for increased trade within the Community. 11% of all foreign investments in Germany are British against 6% from France, but the French sales effort is greater and they sell three times as much to Germany as we do. Sales to the EEC could be improved by:

(1) assigning special salesmen;

(2) creating a new design policy catering for the European market;

(3) using foreign languages not only in the export departments but also in customer training and after-sales service.

However the report notes that 71% of British medium-size companies had increased their sales staff during the previous year, for as it takes around four years to establish an export market it is only now that Britain is becoming aware of the importance of its entry into Europe. The tendency in high-cost Western countries is to trade 'up-market', to give quality and service greater consideration than price. Part of the extra-services provided which could land a contract would be in the technical 'follow-up' and after-sales service.

Here again there is a need for technicians with foreign language skills.

The more successful German and French firms have

(1) a flexible pricing policy - i.e. price differs according to the target market;

(2) selective marketing - British firms tended to export to a wide diversity of markets. Selecting markets allows a greater understanding of the country and stronger marketing organisations can be crested, and

(3) a consequent restriction of the number of product lines produced.

Government services

An examination of Government services revealed that although the services provided by BOTB and ECGD in Britain were admired by France and Germany, in these countries directors were glad to have the minimum of Government intervention in the running of their companies. In fact it seemed that British firms might make even more use of Government services than they did.

An examination of the services of banks revealed differences both in their provision and customer expectations. Although in Germany the banks assume many of the functions in assisting exports which in the U.K. are carried out by the Government, surprisingly, German companies did not expect a great deal from their banks. In France "the relationship between the banks and the exporters appeared to be less close and less congenial than in the other two countries." British banks appeared to have a better rapport with the customer and provide more services tailor-made to their customer's requirements.

A chapter is devoted to the various forms of overseas representation used by companies. The most common are:

(1) Selling direct to customers.

(2) Setting up subsidiary companies.

(3) Via distributors or agents.

(4) Joint ventures.

(5) Licensee agreements.

The latter offers great scope to a country like Britain "with a bewildering range of sound ideas and innovations but a disappointing inability to put them into production". In fact, apart from U.S.A. and Switzerland Great Britain is the only country to have a positive foreign balance in respect of patents and licences.

This 'inability', well commented on by many other groups, no doubt reflects difficulties of finance, production capacity and industrial relations which afflict British industry.

Agents

The use of agents is documented at length in both this and the subsequent BETRO report, the Barclays survey revealing more problems than the latter. British firms appear less satisfied with this method of distribution and selling than continental firms - but they can see no way of changing the system in the future.

The lack of language and consequent personal understanding of the market may contribute to this dissatisfaction and impose too great a reliance on an agent whose interests may lie elsewhere. The agent system is shown to work best where there are strong links with the principal's company, and as the market expands the agent may frequently be supported by an on-the-spot representative of the company.

Efficient distribution and international transport will in future play a greater part in the economics of the export trade.

In this field too perhaps a greater need for the use of foreign languages.

A substantial growth in trade around the Mediterranean basin is forecast for the '80s (between 1970-75 French exports in this region rose 120%).

Greece and Spain are about to join the EEC and a recent job advertisement has asked for spoken Greek. There is also an increase in recruitment of staff in connection with sales and services in North African countries.

The Appendix contains statistical tables, a comparison of salaries, taxes and a real take-home pay in the three countries, together with a few detailed case histories of successful export campaigns. The report emphasises a need for financial encouragement for British companies - a tax holiday is suggested - to open up new export markets there waiting for them in Europe.

Qualified personnel?

To the layman not actually involved in exporting but who is only too well aware that the economy of the nation depends on a healthy export market the most interesting part of this report is Chapter 9, Aspects of Management in which the

differences in training and qualifications of the personnel involved in exporting are considered. Among top managers in British industry only 40% were graduates compared with 75% in German industry and of the latter 63% had completed a doctorate (survey by Max Kruk: "Die großen Unternehmer", Societas, Frankfurt 1972). One of the reasons why British industry failed to attract well qualified people could be "that industry ... does not have as good an image as in France and Germany".

> *Perhaps the recent publication of the Finniston Report will change this, and attitudes towards the engineering profession*[15].

> "In all three countries the 'export' qualifications mentioned included either a commercial, technical or engineering qualification, or combination of these together with one, two or more foreign languages". (our underlining).

However in Britain the language qualification came quite low on the exporter's list of priorities. This may well be because of the difficulties arising from the British education system in finding commercially or technically trained people who were also linguists. The report points out that the British are just as capable as any other nationality of learning languages. "Variations are surely a matter of individual linguistic ability rather than a national characteristic." It is recommended that language learning should be continued beyond 'O' level. The use of interpreters is not always satisfactory and increases sales overheads. Apart from the obvious benefits of speaking the customer's language, the psychological advantages of even a few words of greeting in the more exotic languages are extolled. A few French and German companies said that their sales specialists were being sent to courses on Arabic.

> *In our opinion this practice is no more widespread than in this country where courses on Arabic are available to British businessmen - a fact of which the authors of the report were probably unaware. The director of a private language school catering for British businessmen learning foreign languages and foreigners learning English has observed a noticeable difference in approach to study in his students. According to him the British appeared quite simply lazy in contrast to other nationalities. The fact that most Europeans have during their formal education learnt two foreign languages means that subsequent languages come more easily. It is the sociocultural background which is different; in Britain an educated man is not necessarily expected to know a foreign language as he would be in France and Germany.*

Shopfloor interest in exports was seen to be worth encouraging and this was noticeably higher in firms which had received the Queen's Award for Export.

THE DUKE OF KENT REPORT

The Barclays Bank report reviewed above is cited in the booklet Foreign Languages for Overseas Trade[16] which is the first report produced by the Study Group set up under the Chairmanship of H.R.H. The Duke of Kent of the British Overseas Trade Board following a conference "Does Britain need linguists?" held on May 19th 1978 at the Royal Society of Arts. The Study Group's terms of reference are:

> "To assess the United Kingdom's needs for people with knowledge of foreign languages for the successful pursuit of her overseas trading interests in the future, and to recommend any appropriate action for the BOTB."

The twenty members of the Group, drawn from Government departments, education and industry, continue to meet, and encourage such initiatives as the conferences held for headteachers at the University of Surrey on December 8th 1979 and at the University of Aston on March 22nd 1980.

The May 1979 report is a broad survey and summary of the foreign language situation in industry and commerce. It touches briefly on the acquisition of foreign language competence in mid-career, the need for languages in association with other professional skills and contains valuable comments from the staff of H.M. Embassies overseas. Their conclusion is that knowledge of the language of the buying country is an undoubted advantage everywhere, and in some areas, especially in South America, a necessity for successful trading; particularly when one is in competition with those who place a far greater importance on linguistic ability in their export personnel. There is criticism of the predominance of French in the British education system but praise for the Higher and Further Education institutions which offer courses for firms, and also combinations of foreign languages with other subjects such as business administration and engineering. Many employers were not aware of their linguistic needs and had not considered how these could be met.

> *Many educational institutions offer a good service in analysing the needs of clientele, and the provision of courses tailor-made to their requirements. We are now assembling information on these, and on the advice available.*

16

Appendix 5 contains an illustrative analysis of language skills required for different types of work similar to that described by E.V. Lee.[17]

The report has been distributed widely to education, administration and industry. It has served to arouse much comment in the Press and an awareness of the needs to recruit personnel with foreign languages in industry and commerce and the consequent improvements in export performance and the company's image overseas.

THE BETRO REPORT

The statistical evidence lacking in the BOTB report is available in the study prepared for The Royal Society of Arts BETRO Trust entitled Languages and Export Performance[18] (October 1979). The introduction outlines the aims of the enquiry:

> "Our study was designed to obtain factual data, directly from a representative selection of British exporting companies, with special reference to the use of foreign languages. It can be claimed, we believe, that the data in this report do represent the views and practices of the majority of those responsible for Britain's visible and invisible trade with the outside world. Thus it complements a concurrent BOTB study which ... (in the main) ... presents the opinions of diplomats and academics about the linguistic needs and abilities of British exporters."

Using a sample of 200 British firms of which 60% had won the Queen's Award for Export, the report sets out to examine the use of linguists in exporting. The various sectors of industry in proportion to each sector's share of total exports were represented among the 200 firms.

> *In the ten months elapsed since the Barclays Report there is some evidence of a change in attitude - at least among the respondents in this survey. In the earlier report the representatives of British Industry rarely acknowledged that it was worth speaking the customer's language (p.84).*

In the BETRO report 61% of the sample thought language ability to be an advantage.

> *However 60% of the sample were Queen's Award for Export winners, and all companies 'relatively successful exporters' and to that extent untypical. The picture presented in this report may well be*

brighter than the actual situation, taking into account those firms who half-heartedly export when the home market is on the decline and a market has to be found for the production surplus.

Although many firms had their literature available in several languages 90% never corresponded in a foreign language.

Criticism of this practice was evident in the comments from British diplomats overseas in the BOTB report, and in the surveys (see below) conducted last year for the British Chambers of Commerce in Europe. If this criticism is acted upon many companies should require correspondence with overseas buyers to be conducted in their language.

Success in exporting

The report found it difficult to isolate any one factor as being of overriding importance in export success, but concluded:

"There is, however, evidence that the most successful exporting firms are those which attach the most importance to foreign language proficiency."

Queen's Award winners employed 90% of the language graduates in the manufacturing industry samples, and naturally had considerably higher language capacity and coverage than other firms. The export growth of Award firms was approximately 20% per annum.

However the criteria for the presentation of the Award do not necessarily mean that such growth is maintained. Applicants have to show evidence of a great increase in export turnover in the preceding year. In some cases if the performance continues the Award may be won again.

Half the total number of language graduates in the manufacturing sector were employed in the miscellaneous 'other' section (e.g. china, toys, wines and spirits).

This could be explained by the fact that the types of industry in this sector are those which do not demand as high a knowledge of scientific/technical knowhow. The employer here might not be faced with the either technical knowledge or linguist dilemma resulting from our education system.

The overall picture however is not encouraging. In most cases any positive policy towards the rôle and status of ex-

porting staff is absent. Only five companies in 200 divide their export territories by the languages spoken by the staff they employ.

One can appreciate the number of languages which would have to be learnt to cover Europe. This is frequently an argument used by companies to explain their lack of a language policy or linguistic ability.

Qualified personnel?

40% of export directors and 60% of export salesmen in this survey have no language ability (*perhaps a sad reflection on their general education*). Those who have no experience of using foreign languages have little appreciation of their value. Only 28% of service engineers can speak the languages of the countries they visit; however many acknowledge that, if they could do so, they would be able to do their jobs better. The electrical engineering sector sends the most service engineers on visits to companies overseas.

According to the survey 49% of managing directors had linguistic ability (level not stated) and a high proportion of top management (85% in manufacturing industry and 93% in the invisible sector) visit their export customers overseas. It was felt that British firms often relied too much on the use of agents, and 66% of companies said it was important to speak the agent's language, particularly in South America, France and Germany. Small companies used agents the least, and medium-size companies of 500 - 1,000 employees show a higher incidence of direct selling. European markets are of greater importance to companies exporting less than 30% turnover, and linked to this is the fact that it was the smaller exporters (i.e. under 20% turnover) who actually considered language a problem.

This relation between company size and language problems was noted at a recent trade exhibition. Large companies can afford to employ specialist linguists, smaller expanding companies have to rely on the linguistic ability of their existing personnel - a further argument for a good all-round education which includes foreign languages to a fairly high level of communication. It is quite remarkable in this report that language problems are mentioned in connection with France and yet firms claim almost 100% language capability in the French market. The implication is that the many who study French at school do not achieve a high enough level in the language for it to be of use in their work.

At Trade Fairs 35% of companies spoke English, others managed with their own linguist, agent or an interpreter. 85% Queen's

Award firms exhibited overseas, against 64% of other firms.

Recruitment and training

A section of this report concerns Recruitment and Training. As previous business and exporting experience, product knowledge and technical ability are more important criteria for selecting export staff than fluency in languages it is not surprising that few new graduates are recruited. Opinion is also divided over whether one should recruit a linguist and teach him technical knowledge, or a technically-minded person. It seems, however, that linguistic skills coupled with business or technical qualifications are appreciated, and worth noting are two comments from respondents who, while saying that linguistic ability has no career value, added:

> "- we British believe we can exist without foreign languages. I think this must change as we expand into new markets."

and

> "- I think we should change. If Europe is to mean anything in the future I think we should make an effort to learn languages and make it a benefit to a man's career."

Half of the companies in this sample provided language training. The most popular method was crash courses, which 50% of companies considered effective particularly if the person were immediately sent abroad.

The teaching of languages

Again one finds criticism of an education system which does not encourage inter-disciplinary skills and a society which does not place a high value on language ability. It was felt that technical and business university courses should include a foreign language. The majority, 2/3 of firms in fact, do not favour recruiting language graduates, whose lack of practical language ability is questioned, but prefer to train those with 'A' level in languages.

In his introduction to the report M.W. Hicks-Beach, Chairman of the BETRO (British Export Trade Research Organisation) Trust Committee comments:

> "The teaching of languages in this country was widely criticised by the companies interviewed during the survey. University courses and modern language graduates received the most severe comment. The implication seemed to be that firms would employ more linguists if there were more candidates with commercial and technical fluency as distinct from literary knowledge. It is not possible to say with

certainty whether supply or demand is responsible for the present situation ... if industry and commerce had genuinely wanted and valued suitable linguistic ability, the demand would have produced the supply ...

"Many educational authorities seem already to be conscious of the need to encourage wider study of languages. They could play a leading part in establishing practical proficiency in at least one modern language as a necessary and accepted accomplishment in all who continue their education until the age of seventeen or eighteen. As a member of the EEC and a nation dependent upon international trade for its livelihood, this should be our lowest aspiration. Admittedly, it can only be achieved in the longer term; this should stimulate and not delay the initiation of positive action."

It is possible that the criticism of language graduates is founded on experience of graduates, and courses, of 10-20 years ago. Many courses combine language with other subjects; and today in most language degree courses a year abroad is compulsory and this may be spent either working in education or industry, or following a course at an educational institution. Without constant contact with the language much ability is lost, therefore while the language graduate is acquiring other skills in his/her first years of employment there may be little opportunity to practise the language. However once the language is used regularly competence usually returns. A graduate who has a sound basis of language, whether literary or otherwise, can usually quickly assimilate technical/commercial vocabulary.

THE BRITISH CHAMBERS OF COMMERCE IN EUROPE

In June 1979 the British Chambers of Commerce in Europe carried out parallel surveys in France, Germany, Switzerland, Italy, Greece and Spain in order to identify factors limiting the expansion of U.K. exports of goods and services.[19]

The results revealed that high on the list were problems concerning price and delivery. Among the other factors, however, there was criticism particularly from France, Germany and Switzerland of the poor image and reputation of British exporters, who were slow - or even failed - to reply to requests for information, frequently did not bother to have brochures translated into the buyer's language, and did not accurately complete export documentation (thus causing unnecessary delay). The Germans complained of "slowness in actually providing working saleable equipment from excellent

theoretical designs".

> *This bears out comments found in the Barclay's Bank Report on the innovatory skills of the British and of difficulties arising from the fact that one was dealing through agents and not directly with the manufacturer.*

The Swiss especially point out further language problems: "exporters must use the language of the market, ... incompetent marketing, poor linguistic performance and sloppy business handling", and it was felt that sales of services would be improved with "knowledge of foreign languages, particularly French and German". From Greece too it was regretted that there were too few personnel with a knowledge of Greek.

> *Unnecessary delays in replying to letters could arise because of a lack of linguistically skilled personnel able to reply promptly to an enquiry in a foreign language.*

Later last year the British Chamber of Commerce in France felt so strongly about Britain's export trade with France and the many lost opportunities that it decided to issue a Policy Statement[20], the first in the 107 years of its existence. As well as carrying out its usual tasks the Chamber decided that it would be immediately productive if extra efforts were used "to communicate to British Public Opinion the importance of France as a market and its particular significance to Britain". It appeared that the British were unaware that in 1978 the French had virtually managed a break-even trading balance, that between 1974 and 1978 French exports to the U.K. had risen 74%, Britain is currently France's fourth market and takes nearly 8% of France's total exports. As the import figures for France are still on the increase there is great export potential there for Britain which was once France's third largest supplier but had now dropped to sixth place. There is a legend that France is a 'difficult market', with language barriers and non-tariff barriers but the Chamber feels that given the right product it will sell in France.

> *It is a well-known fact that in order to carry out business to France even at top-reaching levels it is essential to speak French.*

An earlier survey in France in June 1979[21] (perhaps conducted in conjunction with the European survey) also pointed to a lack of people in British export departments with ability to write in French, and an understanding of French import procedure and customs.

LANGUAGES AND INDUSTRY CONFERENCE

HELD AT THE ROYAL SOCIETY OF ARTS ON 31ST OCTOBER 1979

The findings of the BOTB Study Group and the report prepared for the BETRO Trust Committee formed the basis of the discussion and papers presented at a Conference held at the Royal Society of Arts on 31st October 1979[22]. The Conference was well attended by representatives of both industry and education - particularly, in view of the time and date chosen, Higher and Further Education; and the speakers also provided a balance between the two sectors.

In opening the Conference, the Chairman, Sir John Hedley Greenborough, stated that one could no longer ignore the relationship between languages and export performance, and he had been gratified at the desire shown by sixth formers for better liaison between education and industry.

H.R.H. The Duke of Kent criticised the lack of oral ability of many young people with formal qualifications in languages and so questioned the courses and teaching in many of our educational institutions. In summing up the Duke stated:

> "I ask management of exporting firms therefore to be more language-conscious: I ask the education service and the schools and colleges to consider whether they are providing the practical language skills we need and I ask the Government to provide the backing and the resources necessary to help achieve the improvement we are seeking ... . Let us try at least to turn our attention to solving this really not very difficult problem in this generation."

The needs of industry were described by Sir Donald Barren who as Chairman of Rowntree Mackintosh Limited pointed to the wide range of functional expertise - legal, accounting, product research and development, engineering - which all had distinct and distinguishable language needs. He emphasised the difference in marketing and selling - the former required a full understanding of the society, history and social and economic background of the market and he queried whether the only way to acquire such depth of knowledge was through the study of literature in the traditional degree course. He too felt that the predominance of French was too great -

> "Some redressing of the balance seems necessary in view of ... the changes in the balance of the market we have to serve. The Iron Curtain will not remain impenetrable for ever - it is not now for determined marketeers - and the Spanish and

Portugese speaking market across the Atlantic must be increasingly valuable to us."

In summarizing he saw that industry should -

(1) analyse its linguistic requirements in detail and match these to the wide range of provision now available;

(2) liaise with the education system to discuss the best ways of achieving linguistic proficiency together with an understanding of cultural and social background;

(3) press for a better balance of language provision and a movement away from the predominance of French.

The speakers representing industry were obviously those who had a positive policy towards the need for foreign languages in the conduct of their business and were therefore not perhaps typical of British industry. Mrs. C. Steghart of the PE Consulting Group which had produced the report for the BETRO Trust spoke of their depression when on analysing their research they were made aware of "the complacency that has been mentioned several times today about the use of modern languages by British exporting companies. There were some notable exceptions, but there was general complacency."

Speakers from education revealed a varied picture. Mr R.C. Williams HMI, Staff Inspector for Modern Languages, Department of Education and Science, pointed out the unpopularity of modern language studies among students in our schools today. This seemed particularly dominant among boys attending mixed schools[23].

Attention was drawn to the positive attempts by the A.E.B. examination board to bring language examinations more in line with the need for practical skills demanded today; there still however remained the powerful literary bias of 'A' level. Even when a choice was offered, students *(or their teachers)* preferred the traditional texts and prose translation from English.

This reveals the need for more in-service training for language teachers, themselves educated along traditional lines, if they are to be able to cope with a demand for more oral work, practical skills and background studies.

It was perhaps remarkable to learn how although industry felt a need for its personnel to increase its linguistic competence many classes advertised for businessmen by Colleges of Further Education were not taken up. However there must be an appreciation on both sides - industry and education - of the problems involved. The Colleges which

have the most success in catering for industry's requirements are prepared to send a member of staff to discuss the specific problems of an individual's need. He is able to point out to the firm the degree of commitment required for successful language learning, and the amount of stress which this imposes. Depending on many factors, classes may be organised in groups either 'in plant' or at the college, or individual lessons arranged either intensively or extensively. In providing for industry colleges need to be flexible to allow for absence on business which is the main problem affecting the businessman in attempting a sustained course of language learning. The Conference heard of the successful practice of several institutions including Clarendon College, Nottingham, and the Polytechnics of Leeds and Sheffield. Some firms too played their part in creating an awareness of language; in particular one might mention I.C.I. which arranged foreign language tables in the company restaurant, provided tapes and magazines and suggested a contribution towards a family holiday abroad as a 'carrot' for anyone passing an Advanced language examination.

Although the Conference lasted only a half-day the twelve papers together with the other reports issued in 1979 have provided the stimulus for industry and education to discuss the need for foreign languages, and ways not only to ensure a supply of personnel for the future but of providing language training for those who, in mid-career, are faced with a 'language problem'.

CONFERENCES FOR HEADTEACHERS

The points raised by the reports and the Conference at the R.S.A. were put to Headteachers in the South of England at a Conference on December 8th 1979 organised by the Department of Linguistic and International Studies at the University of Surrey and chaired by Lord Robens[24]. A similar Conference chaired by Mr. Frodsham, Director General of the Engineering Employers' Federation, is planned for March 22nd 1980 at the University of Aston in Birmingham. That these and other prominent industrialists are prepared to give up their time to persuade those engaged in education to re-examine the language training given in schools is surely a sign of their conviction that some changes need to be introduced. Such change cannot occur without the co-operation of Headteachers who were asked to consider examinations other than the usual 'O' and 'A' level which might be used in schools to encourage the continued study of foreign languages beyond the third year, and again beyond 'O' level into the sixth form no matter which subjects were selected for 'A' level.

JCLA CONFERENCE

At the Conference of the Joint Council of Language Associations at Nottingham University, January 2nd - 5th 1980, a large portion of the programme based on the broad topic of Languages for the '80s was devoted to languages for industry.

The working parties on the subject were well attended and provoked a lively exchange on the successful and unsuccessful provision of languages for industry. Teachers in school were anxious to have ideas for the continuation of language-learning into the Sixth Form. Teachers both in schools and Further Education were concerned about their lack of expertise in business language. There is certainly a need for in-service training in this respect, and an assessment of materials available. The need was expressed for a common classification of proficiency such as that used in the Civil Service and the British and U.S. Armies.

A large audience at the plenary session heard Professor Reeves describe the work and concerns of the BOTB Study Group of which he is a member, and the success of the Headteachers' Conference which he had organised at the University of Surrey and which had attracted about one hundred and fifty participants. Professor Ager of the University of Aston outlined his interests in the topic and wondered whether the criticism directed at education by industrialists was in fact justified. He therefore felt the first task was to define an answerable problem and in order to do this he had set up a research project to concentrate on needs, demands and attitudes in industry and commerce in the West Midlands and to collate and disseminate information on where and how these needs could be met.

A third speaker, Mrs. Teeman, Careers Officer of the University of Nottingham, spoke on careers prospects for the language graduate, emphasising the fact that it was frequently only in the second or third job, after other expertise and skills had been acquired, that the languages came to be regarded as important. She pointed out how an examination of the first destinations of Foreign Language graduates from the Universities and Polytechnics in 1977[25] revealed only 25% of University graduates going into teacher training, and of those going into employment 22.3% went into non-specialist management, with marketing including selling taking 19%. There certainly appears to be an increasing number of foreign language graduates going into industry.

JOB ADVERTISEMENTS

An ad-hoc study of job advertisements since September 1979 has shown a great demand for scientists and technicians with

foreign languages. Few jobs for the pure linguists in translating and even fewer in interpreting are advertised. The 'service' sectors - accountancy, the legal profession - frequently require personnel with languages and it appears that foreign languages are now becoming the prerequisite of the export salesman - perhaps recent recommendations are taking effect, and industry is looking for personnel with languages as an aid to export success. It is also worth drawing attention to the greater mobility of the labour force throughout Europe and beyond. The opportunities to work abroad in a non-English speaking country now appear greater than those available in English-speaking countries. The languages most in demand are German and French with Italian, Spanish, Portugese, Russian, Arabic (noticeably increasing), Swedish, and occasionally Japanese and Chinese.

LOCAL SURVEYS

Many educational institutions have conducted small surveys by sending questionnaires to local industry in order to obtain a clearer impression of its linguistic needs. From the evidence which we have, it appears that the languages taught in schools often bear little relation to the demands of even local industry. The use of German is higher than that of French - which follows closely behind. Italian and Spanish take third or fourth place according to the nature of local industry, and then there follows a list of languages which have only one or two mentions, of which Portugese is the only one common to all lists. A survey of large companies now being conducted among the personnel officers visiting the University of Aston for graduate recruitment is also showing some demand for Arabic, and a divergence of opinion on the question of whether one employs a linguist and teaches him technical knowhow or vice versa.

> *If Local Education Authorities could find the means to conduct such local surveys, and in the light of the results produced gradually restructure the language teaching in schools in order to diversify the first foreign language and provide a variety of second languages in the area, the needs of commerce and industry would be better served. An argument frequently put forward against the introduction of languages other than French in schools is that of teacher supply. There is however already a shortage of French teachers, and teachers qualified in other languages are often not teaching them*[26].

PRESS REACTION

The attention cast on the lack of linguistic ability in British businessmen by the major reports published in 1979 has been taken up by the Press and in trade journals[27].

An article by William Greaves in The Daily Mail[28] pointed out the disparity in the attitudes and practice of the Foreign Office, which took great care and much time to teach diplomats the language of the country to which they would be posted, and that of businessmen who "are marching out into foreign markets without being able to talk to the people whose orders they solicit". Attention was also drawn to the decline in the numbers of students taking languages at 'A' level. Comments from a European industrialist pointed to "a form of laziness, the psychological belief that 'the British are leaders', English is a world language and a boyish shyness in expressing himself in another European tongue".

> *Certainly this inhibition in the British is in sharp contrast to the delight shown by other Europeans at having the opportunity to show off and practise even a few phrases of English.*

Among the many letters to the Press on the topic of foreign languages and industry one in particular stands out. Mr. K. Brauer, President of the Institute of Sales Management and company director, in a letter to The Observer 9.12.79[29] summed up the current situation and called for

(a) an increasing number of qualified language teachers;

(b) increasing curricular involvement with foreign languages.

The letter aroused a large response[30] and we are told that the Institute of Sales Management will shortly be conducting a campaign in its journal Sales Management (distribution 17,500) for better linguists in Sales.

A new publication entitled Language Training[31] was started last year by LTC Professional Language Services. Drawing on their experience as language consultants to European companies wanting special courses in English, this quarterly paper offers guidelines to British industry, teaches on the way to approach language training and cites case studies of language programmes devised by LTC. A recent seminar at their offices in London, 'Language Training in Industry' (7th February 1980) attracted participants from education, and British and European industry. It was interesting to learn of the positive approach to language learning in many European companies and the amount of money spent on language training, in contrast to the ambivalent attitude of most British firms.

The Training Officer[32] devoted both its March and October 1979 editions to Foreign Language Training. The Editorial rightly points out:

"There is clearly no shortage of language training facilities ... . What is needed is for British firms to adopt systematic training policies and for better liaison to be encouraged between firms and language teachers".

In another article Professor David Liston, Honorary Education Adviser to the B.O.T.B., chides industry for its lack of interest in the topic in face of evidence of the link between exports performance and foreign languages, and comments that in spite of industry's criticism of language teachers and schools it persists in staying away from seminars and conferences at which the criticism could be developed.

> *It is therefore obvious that although there may be excellent services available to industry in the form of translators, interpreters and agents with whose help the industry can 'get by', it is the personal contact afforded by a knowledge of the language which is frequently the factor that clinches the deal. Nor must other personnel be forgotten - too often this debate concentrates on the sales force, but once a contract has been signed it may be the technician or service engineer who has to maintain contact with the overseas firm and, apart from company image, his own life and comfort during his stay in the foreign territory would be easier and more pleasant if he could communicate with the local work force.*

Other articles in this edition of Training Officer draw attention to the examination in French of the Paris Chamber of Commerce[33] and the developments of language in the Business Education Council (B.E.C.) Business Study Courses (see below).

Language has also been the concern of the journal of the Birmingham Chamber of Commerce Midlands Industry and Commerce[34]. The Chamber itself offers translation and interpreting services and the director of that section, M. Marcel Junod, reports an increase in recent years of translation work, particularly in the more specialised documentation. The lower charges for such work in this country have resulted in an increase in business from abroad. It is also now cheaper for a British businessman to hire an interpreter locally to accompany him abroad than to find one at his destination. As M. Junod observes, this has the added advantage of there being someone who really knows and understands the firm's business, and frequently an interest in the successful completion of its business.

DEVELOPMENTS IN EDUCATION

It would now be appropriate to list some of the positive developments which have arisen in the past few years. In the first instance the bright student who is good at languages but wants to follow a business career now has degree courses available to him in which his language skills can be developed along with some other discipline - Law with French or German, Engineering or Science and Languages, Business Administration or Management and Languages.

Most degree courses now require students to spend time abroad and many are orientated less towards literary topics and more towards studies of the contemporary, social, economic and political structure of the relevant country. There remains, however, controversy, in Higher Education particularly, about these courses, and many 'traditional' Departments view with disfavour any attempt to make languages useful, believing such attempts to be attacks on prized intellectual and cultural values.

In Colleges of Further Education there will be important changes in language teaching and provision as the BEC courses in Business Studies[35] become established. Initially, students are being given the choice of taking one of four languages - French, German, Italian, Spanish - although other languages could be offered where the institution has the facilities. The emphasis throughout is on the learning of practical skills - coping with telephone calls in their foreign language, dealing with overseas visitors, collecting and evaluating information from such sources as guidebooks, timetables, telephone directories - with the aim of providing employers with an increasing proportion of employees with some knowledge of, and competence in, foreign languages. It is, however, unfortunate that language is an option rather than part of the core course for the BEC awards.

The same principles on the practical use of language guided those responsible for devising the new 'AO' syllabuses in French and German for the Oxford and Cambridge Schools Examination Board[36]. It is also significant that the British Petroleum Company funded the fellowships which enabled time to be spent on research in order to devise a course suitable for students who wished to continue their language studies into the sixth form but not necessarily for 'A' level. At present this examination is available in only the two languages French and German; there would perhaps be a call - although obviously less great - for the examination to be extended to other languages.

SUMMARY AND RECOMMENDATIONS

We have attempted in this account to examine attitudes and developments in industry and education which have taken place in recent years. Perhaps not enough has been said about the good practice and policy of a minority of companies and education institutions. From the reports, conferences and other activities we have examined there emerges a series of recommendations for action aimed at industry and at the education service. They can be summarised as follows:

(1) Industry and commerce should examine its needs and policy towards the recruitment of new personnel with foreign languages and the training of existing personnel;

(2) Industry and commerce should communicate these to the education sector and open up a dialogue with teachers in schools and other institutions;

(3) Regional studies should be made of the language requirements of local industry;

(4) In the light of such research, schools in any particular area should, between them, offer a variety of languages with perhaps the use of peripatetic teachers in the case of some languages as is already the practice in the field of music;

(5) Headteachers and LEA's should re-examine the language provision in their schools. If one of the aims of school language teaching is to give a grounding in language experience to aid future language learning, it may be better for two languages to be offered successfully to a lower level than one unsuccessfully to a higher level. From the main reports outlined in the present summary, it appears that the most important languages are:

French - for France and francophone Africa;

German - for Western European German-speaking regions and all Eastern Europe;

Spanish - for Spain and South America;

followed by Italian and Portugese, Russian and Arabic; and one might note, since these reports were compiled, and increasing demand for Chinese and Japanese.

(6) *Able students should be encouraged to continue or diversify language studies in the sixth form and beyond;*

(7) *There should be more in-service training for language teachers with a predominantly literary background to enable them to teach other registers of language and to understand, or be less afraid of, the world of commerce and industry. Such training could well include short periods of attachment to firms;*

(8) *Through the collaboration of the E.E.C. and industry throughout Europe more opportunities should be made available for young people to have work experience abroad;*

(9) *Schools should re-examine timetable arrangements, particularly in the sixth form, to permit the combinations of languages plus science subjects to be taken to 'A' level standard;*

(10) *Higher and Further Education should consider how best to bring awareness of their resources to the attention of industry and commerce. A dialogue is needed also to establish the best way of making such expertise available;*

(11) *Examining Boards should consider how to ensure that high standards are maintained without obliging schools to teach an inappropriate and outdated type of language whether in 'O' levels, C.S.E. or 'A' levels. Experiments in 'AO' levels, 'language only' 'A' levels, and graded examination should be encouraged and developed to practicality with some urgency.*

CHRISTINE WILDING
March 1980

Notes

1. Comment by respondent to Questionnaire on the Use of Languages. A survey conducted by The City of Bradford Metropolitan Council, 1979.

2. Emmans Keith, Hawkins Eric, Westoby Adam: The Use of Foreign Languages in the Private Sector of Industry and Commerce, Language Teaching Centre, University of York, 1974.

3. Lee E.V.: 'Non specialist use of Foreign Languages in Industry and Commerce', Audio Visual Language Journal, Vol. 15, No. 3, Winter 1977/78, 223-231.

4. Ager D.E.: Language Training at Leyland International, Summary Report, Department of Modern Languages, University of Aston in Birmingham, 1977, (restricted).

5. Monthly Digest of Statistics, HMSO.

6. Powell Robert C.: 'Sex differences and Language Learning: A review of the evidence', Audio Visual Language Journal, Vol. 17, No. 1, Spring 1979, 19-24.

7. For the theory behind the graded examinations and samples of papers set in Oxfordshire see: New Objectives in Modern Language Teaching, Hodder and Stoughton, 1977.

8. Continuation German: report of the Oxford-BP German Project 1977-78. Edited by David Phillips, University of Oxford Department of Educational Studies 1978. This report also contains the syllabus and first examination papers for the AO examination in French for Business Studies.

9. Local Authority Arrangements for the Curriculum, HMSO, November 1979.

10. Morris P.D., Smalley A.: 'Modern Languages and Teacher Supply in 1979', Modern Languages, Vol. LX, No. 4, December 1979, 191-195.

11. James C.V.: 'Foreign Languages in the School Curriculum', ed. Perren G.E., Foreign Languages in Education, NCLE papers and reports 1. Centre for Information on Language Teaching and Research (CILT) 1979.

12. Crane A.C.W.: 'Foreign Languages in Industry and Commerce', NCLE papers.

13. The Barclays Bank Report on Export Development in France, Germany and the United Kingdom: Factors for International Success. A research study prepared by ITI Research for the British Overseas Trade Board, London Chamber of Commerce and Industry, Barclays Bank International. Barclays Bank International Ltd., January 1979.

14. Languages and Export Performance a study prepared for the BETRO Trust Committee of the Royal Society of Arts by the PE Consulting Group, The Royal Society of Arts, September 1979.

15. Engineering our future: report of the Committee of Inquiry into the Engineering Profession, (Chairman Sir M. Finniston), HMSO, 1980.

16. Foreign Languages for Overseas Trade a report by the BOTB Study Group on Foreign Languages, (Chaired by H.R.H. The Duke of Kent), BOTB, May 1979.

17. Lee E.V.: 'Non specialist use of Foreign Languages in Industry and Commerce', Audio Visual Language Journal, Vol. 15, No. 3, Winter 1977/78, 223-231.

18. Languages and Export Performance: a study prepared for the BETRO Trust Committee of the Royal Society of Arts by the PE Consulting Group, The Royal Society of Arts, September 1979.

19. European Survey 1979: survey conducted by the Council of British Chambers of Commerce in Continental Europe (COBCOE), June 1979.

20. A Policy Statement produced by the British Chamber of Commerce France, Autumn 1979.

21. Export attitudes in the United Kingdom: an enquiry conducted by the British Chamber of Commerce France, June 1979.

22. Languages and Export Performance: papers given at a conference held on October 31, 1979 under the sponsorship of the Royal Society of Arts in association with the British Overseas Trade Board and the Confederation of British Industry, BOTB, 1979. Also available Does Britain need Linguists? Language education and our trading future: papers given at a conference held on 19 May, 1978 under the sponsorship of the University of Surrey in association with the British Overseas Trade Board and the Royal Society of Arts, Export United, 1978.

23. For studies of the different attitudes of boys and girls to French and the 'polarization effect' of these attitudes see Dale R.R.: Mixed or Single-sex School, Vol. 3, Routledge and Kegan Paul, 1974.

24. Foreign Languages for Overseas Trade: a report by the BOTB Study Group on Foreign Languages, (Chaired by H.R.H. The Duke of Kent), BOTB, May 1979.

25. What do Graduates do? Association of Graduate Careers Advisory Services, 1978. The figures are taken from First Destination Statistics for University Graduates, UGC.

26. At the recent colloquia on Spanish in Schools (London, December 1978) and Italian in Schools (York, July 1979) it was suggested that a register of teachers of minority languages should be kept.

27. Including for example:

Holden Nigel: Speaking the Language is good for business, Computing Europe, 14 June 1979, 14-15.

Holden Nigel: 'You do sprechen Inglese, old chap?', Export Times, June 1979, p. 4.

Gray Frank: BOTB prepares for spending cuts, Financial Times, 26 September 1979.

Boothroyd Christine: Industrial Languages, letter in The Guardian, 2 October 1979.

Castley S.J.: Making sense of what the man in the middle is saying, letter in The Guardian, 9 October 1979.

Bad form-filling costs thousands, Coventry Evening Telegraph, 21 January 1980, p. 11.

Reeves N.: Languages for Industry, TES, 8 February 1980, 40-41.

Crew Bob: Loss of Trade and Lack of Language, The Times, 10 March 1980.

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29. Brauer K.: 'Sales in Foreign Tongues', letter in The Observer, 9 December 1979.

30. 'Ready to provide for sales in foreign tongues', letters in The Observer, 16 December 1979.

31. Language Training quarterly. LTC Professional Language Services.

32. The Training Officer monthly, Marylebone Press Ltd., March and October 1979.

33. See The Training Officer, Vol. 15, No. 10, October 1979, p. 309.

34. Midlands Industry and Commerce, The Journal of The Birmingham and West Midlands Chambers of Commerce, November 1978, July 1979.

35. Business Education Council Modern Language Example Assignments, BEC, Summer 1979.

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